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ABSTRACT

These materials for a 16-hour class were designed to prepare shift workers, long out of school, for college courses offered via distance education in their workplace. The course outline lists the following topics: test-taking skills, writing, reading comprehension, math, and learning to learn. Materials are provided for instruction in essay writing: parts of the essay, sample essay, planning the essay, outline format, and topics. Forms for students to use in developing a personal dictionary are provided. (SK)

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ED 424 448

Get a headstart on College with

JUMP START !!

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Visions2: Learning for Life Initiative
A National Workplace Grant

A Partnership between Devro-Teepak, Inc., Columbia, SC and
Orangeburg Technical College, Orangeburg, SC

CE 077 414

Get a headstart on College with

JUMP START !!

Visions2: Learning for Life Initiative

A National Workplace Grant

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The contents of this curriculum were developed under a grant from the Department of Education. However, these contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the federal government.

Curriculum Description

Name of Curriculum	Jump Start
Brief Description of Course	Class consists of instruction and independent study in theme writing and math. Emphasis is placed on skills that are tested on the college placement test.
Instructional Goals	1. Build proficiency in grammar and writing the five-paragraph essay. 2. Sharpen math skills in all operations needed for beginning college algebra. 3. Introduce concepts of algebra: signed numbers, order of operations, and finding unknown values.
How Topic Chosen	Team members expressed interest taking college courses that are now offered by video and satellite.
Target Population	Class is targeted to those who wish to take college level courses or to improve their skills to that level.
Skills Addressed	Reading, writing, math, critical thinking (see above).
Teaching Approach: Processes and Activities	Instruction includes activities that are teacher led, small group, and individual work. Instructor and students correspond by Email, notes, and phone between classes.
Teaching Context: Class size, time frame, location, level of instruction	Class will run for 16 hours on two schedules. For those working on swing shifts, classes will be held on Wednesdays and Fridays from 8:30-12:30. Students will attend one Friday and one Wednesday per 4-week period for four class sessions. Classes for those working days only will be held on Wednesday afternoons from 3:15-5:15, and will run for eight weeks. All classes meet at the plant.
Assessments Used (If developed especially for the course, please attach)	Assessment components are: Wonderlic Basic Skills Test for screening entry, Pre- and posttests for basic grammar unit, Pre- and posttests for math modules (pencil and paper and computer), Portfolio of student-selected writing samples and materials from other class activities.
Published Resources Used in Development of Curriculum	Glazer, T.F., The Least You Should Know About English, Harcourt, Brace, Jovanovich College Publishers, New York, N. Y., 1991.
	Number Power 2 and Number Power 3, Contemporary Books.

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Why *JUMP START?*

It is widely recognized that education beyond high school is becoming more and more necessary for an individual to be successful in the manufacturing work environment. While many of the Devro-Teepak team members have the desire to pursue higher education, most of them work on rotating 12-hour shifts which makes it impossible for them to enroll in traditional college courses. Many of them have been out of school for more than ten years and are reluctant or anxious about taking the placement test necessary for admission to the state's technical colleges.

Availability

The technical college system in South Carolina now offers a complete associate's degree (transferable to any state university) on video tape or via satellite. Devro-Teepak purchased the satellite dish and made a standing offer of space for viewing classes, live or on video. The company is a member of the South Carolina Educational Television Business Link which coordinates the programming of GED, higher education, and business related training to its members.

Preparation

Jump Start offers prospective college students skills assessment and refresher courses in English and math to help students prepare for the placement test and build skills in preparation for college courses. Students attend classes based on a four-week schedule based on their days off or arrange for tutoring and work in the computer lab on an individual basis.

Support Services

When Jump Start class is finished, Visions2 staff offers additional assistance with scheduling appointments with counselors and assessment center, arranging visits to the plant by college recruiters and transporting paperwork back and forth to the college. The staff also maintains a list of plant personnel who are willing to serve as tutors for team members who need assistance once they have begun taking college courses.

BLONDIE YOUNG & DRAKE

DO YOU EVER WONDER WHERE YOU STAND IN THE GRAND SCHEME OF THINGS ?
NO, NEVER
YOU NEVER WONDER ABOUT STUFF LIKE YOUR UNTAPPED POTENTIAL ?
NOPE
YOU NEVER WONDER ABOUT WHERE YOU'D LIKE TO BE FIVE YEARS FROM NOW ?
NOPE
DRAKE
WELL START WONDERING !!

DO YOU WONDER ABOUT YOUR FUTURE?

Changing for the better is
an adult thing to do.

Jump Start Class Outline

Learning Outcomes

Test-taking Skills

Students will develop skills to:
- Interpret and answer questions
- Control or lessen test anxiety

Writing

Students will develop skills to:
- Ponder, outline, write, edit, and read essays and reports
- Use proper grammar in their writing
- Present an argument or opinion in writing
- Write in response to reading
- Write fiction prose or poetry
- Write instructions

Reading Comprehension

Students will develop skills to:
- Use various strategies to improve comprehension
- Draw conclusions and make inferences from reading material

Math

Students will develop skills to:
- Perform math operations including whole numbers, fractions, decimals, percentages, geometry, and beginning algebra
- Solve word problems involving one- or multiple-step operations
- Solve complex "brain teasers" involving computation and logic

Learning to Learn

Students will develop skills to:
- Determine their own learning styles and Multiple Intelligence strengths
- Use current information on LS and MI to adapt to or modify class and work situations to better suit their needs
- Take notes from classes, books, and lectures
- Formulate questions
- Use principles from learning theory, such as "chunking" and "advanced organizers" to improve their understanding and retention of information
- Use charts and graphs to organize and present information, or to make decisions
- Develop healthy habits, including nutrition and sleep patterns, that improve ability to learn

COMPARISON OF CLASSROOM FORMATS

CONVENTIONAL CLASSROOM:	PARTICIPATORY CLASSROOM:
Teacher knows answers.	More than one solution may be viable and teacher may not have answers in advance.
Students routinely work individually.	Students routinely work with peers, teachers and community members.
Teacher plans all activities.	Students and teachers plan and negotiate activities.
Teacher decides method of assessment.	Students routinely assess themselves.
Information is organized, evaluated, interpreted, and communicated to students by the teacher.	Information is acquired, evaluated, organized, interpreted, and communicated by students to appropriate audiences.
Organizing system of the classroom is simple: one teacher organizes 30 students.	Organizing system is complex: teacher and students agree on organization.
Reading, writing, and math are treated as separate disciplines; listening and speaking are often missing from curriculum.	Disciplines needed for problem solving are integrated; listening and speaking are fundamental parts of learning.
Thinking is usually theoretical and academic.	Thinking involves problem solving, reasoning, and decision making.
Students are expected to conform to teacher's behavioral expectations; integrity and honesty are monitored by teacher; students' self-esteem is often poor.	Students are expected to be responsible, sociable, self-managing, and resourceful; integrity and honesty are monitored within the classroom context; students' self-esteem is high--they are in charge of their own learning.

U.S. Department of Labor, Secretary's Commission for Achieving Necessary Skills (SCANS) Report, Washington, DC, 1992.

The Learner-Centered Classroom

The science teacher asked Charlie if he knew what would happen if they poured the chemicals together.

Charlie answered, "No".

"Of course, you don't know," responded the teacher. "You don't know because only I know. If you knew and I didn't know, then you'd be teaching me instead of me teaching you. And for a student to teach his teacher is presumptuous and rude. Do I make myself clear?"

From Willie Wonka and the Chocolate Factory

There is no room in the learner-centered classroom for the all-knowing, authoritative teacher. When encouraged to do so, learners will take responsibility for their own learning goals and activities. The teacher's role becomes one of coach, encourager, and facilitator.

The teacher should accept suggestions from students about what material is being covered and how it is being taught. Teacher should solicit feedback on teaching effectiveness.

Learners should be expected to share in teaching responsibilities. The acts of deciding how to explain an new concept, what points to emphasize, or which questions to include on the test, force the use of the higher order thinking skills of analysis and evaluation that have, for the most part, been the sole responsibility of the "real" teacher. These activities not only build the higher order skills, but build learn-to-learn skills and self confidence as well. The resulting sense of control contributes to the learner's satisfaction in the class and is a major factor in student retention.

Take the Agony Out of That Dreaded Essay

The college placement test includes a 500-word essay that determines what level of English a student must take. Knowing what is expected and a little practice in writing sample essays can make the difference between being assigned to a remedial English class, which carries no credit, and English 101, which is the first college level English.

The five-paragraph essay will be the main focus of your Jump Start writing assignments. The following pages give a detailed look at the steps for planning and writing the essay, a sample essay and some essay topic to help you get started.

Depending on your scores on the Wonderlic Verbal Test and your grammar pre-test, you may also be assigned work in The Least You Should Know About English to brush-up your grammar and punctuation skills.

Parts of the Five Paragraph Essay

Introductory paragraph

Main Idea:

3-part Thesis statement:

Body paragraph 1

Topic sentence:

Specific details and examples:

Body paragraph 2

Transition

Topic sentence:

Specific details and examples:

Body paragraph 3

Transition

Topic sentence:

Specific details and examples:

Conclusion

Sample Five Paragraph Essay

I have been in the Writing Lab at Midlands Technical College for two semesters. During my first semester, I felt that I made a lot of progress. However, in Writing Lab II, things are not going very well. I am frustrated in the Writing Lab by the difficult paper topics, the module writing tests, and the teacher.

The papers which the teacher has assigned have been hard for me to write. For example, one week she asked me to write a paper about whether a woman could be as good a president or vice president as a man. I don't keep up with politics at all, so I really didn't have anything to write about on that subject. Another time the teacher asked us to write a paper explaining in detail how to do something. To write a paper the way she wanted it, I need to be an expert in some field, but I'm not. I'm going to college so that I can become an expert, but I just started last semester. Because the paper topics have been hard, I haven't done well on the papers.

I am also having problems in the Writing Lab with the writing tests for the modules. The Module 7 test expected me to be able to tell how to play some game. That wouldn't be so hard, but at the same time I had to use noun or verb expansion in every sentence. In addition, the Module 8 writing test expected me to write about what someone has done every day for the last few weeks or months and to use the helping verb HAVE in every sentence. First of all, I don't know what anyone has done every day. Then after I write a few sentences, I keep forgetting to use HAVE as a helping verb. All of the writing tests this semester have given me trouble.

The papers and the writing tests have been hard, but the main reason I have trouble is the teacher. She has kept nagging me to do the modules, but in class she always makes us write papers or correct papers so that I don't have time to do the modules, and I am way behind what she expects. Also, some other people in the class bother me by talking, but the teacher doesn't make them be quiet. Whenever I need to ask the teacher something, she is always talking to someone else. At the end of class, when I'm ready to go, she says, "Oh, I forgot that you wanted to see me. Sorry." This teacher needs to organize the class in a different way.

Although I know I have learned many things in the writing Lab, I haven't been as successful as I had hoped to be. Until the paper topics and the modules become easier and the teacher changes her teaching methods, I'm afraid I will still be frustrated by the Writing Lab.

PLANNING THE ESSAY

OUTLINING THE ESSAY

Planning an essay takes two steps:

1. **Scratch Outline:**

   Consists of topic and main points, for example:

   Why "eating right" is so hard.
   1. No time to cook
   2. Temptation is everywhere
   3. Family custom

   This step is a lot harder than it looks. It is also the most important step in the planning process. It forms the backbone of your essay.

2. **Detailed Outline**

   This is where you turn your topic into a thesis statement and your three points into topic sentences for the essay's body paragraphs. The following outline form may be helpful in keeping you organized.

ESSAY OUTLINE FORMAT

INTRODUCTION

Opening remarks

Thesis statement _____

_____

Plan of development

Topic sentence 1 _____

_____

Supporting evidence:

Topic sentence 2 _____

_____

Supporting evidence:

Topic sentence 3 _____

_____

Supporting evidence:

CONCLUSION

Summary

Closing remarks

Essay Topics

When in the money

Wealth expert Robin Leach shares some tips on being suddenly rich with Lotto World:

O Don't make big changes. "Keep doing your job, however badly you feel about it."

O Forget about a Ferrari. "You can put a brand new Chrysler Town and Country in (the driveway) and say 'I could buy a Ferrari but I've chosen to do this because I'm a sensible lotto winner.' "

O "Still be diligent. Still be dedicated and still work hard."

O Have your little celebration, then "go back to being normal, and hide."

What would you do if you won the lottery?

Tell Us How To . . .

Write a set of instructions for a task you know how to do, for example, changing a tire, baking a cake, dressing a child, driving to work, or any other task of your choice as long as it has multiple steps. Include all the necessary steps and any warnings you may think are needed.

We cannot imagine the world in which our children will live.

Write an essay on one of the topics below:

Should public school run on a 12-month schedule?

Is mandatory drug testing needed in the public schools?

Should schools enforce dress codes?

What should the speed limit for SC highways be raised?

Should companies be able to pay for environmental damage they do instead of cleaning up the damage?

Should maternity leave be considered a short-term disability?

Personal Dictionary

PERSONAL DICTIONARY

Word:
Definition:

Recognize
Know Meaning
Sentence:
Use
Spell

Word:
Definition:

Recognize
Know Meaning
Sentence:
Use
Spell

Word:
Definition:

Recognize
Know Meaning
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PERSONAL DICTIONARY

Word:	
Definition:	
	Recognize
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Sentence:	Use
	Spell

Word:	
Definition:	
	Recognize
	Know Meaning
Sentence:	Use
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	Recognize
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Definition:	
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Sentence:	Use
	Spell

PERSONAL DICTIONARY

Word:

Definition:

Sentence:

Recognize
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Spell

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